



Designated Teacher for Looked-After and Previously Looked-After Children Policy

Applicable to:	✓	Astley Community High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
Approval body:	Pupil Support Committee	

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Statutory policy or document	No
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Approval by	Governing Body to determine

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Agreed to publish on school website	Yes

Review:

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Author	Creation Date	Version	Status
Business Manager (BW)	29 November 2018	0.1	Initial draft based on ACHS LAC Policy (September 2015)
Changed by	Revision Date		
Business Manager (BW)	1 February 2019	1.0	Final approved version for publication
Business Manager (BW)	16 January 2020	1.1	Link governor updated and terminology amended in 2.2
Business Manager (BW)	20 January 2020	2.0	Final approved version for publication
Business Manager (BW)	8 September 2021	2.1	Renamed in line with statutory guidance; updated to expand aims section and add relevant legislation and definitions in line with The Key for School Leaders model policy (December 2020)
Business Manager (BW)	28 September 2021	3.0	Final approved version for publication
Business Director (BW)	10 April 2023	3.1	Annual review; updated designated teacher details
Business Director (BW)	24 April 2023	4.0	Final approved version for publication

1 Overview

1.1 The Seaton Valley Federation believes that in partnership with Northumberland County Council as corporate parents, we have a special duty to safeguard and promote the education of Looked-After and previously Looked-After Children.

1.2 The federation therefore aims to:

- provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children
- support our Looked-After and previously Looked-After Children and promote their educational achievement by providing them with every opportunity to achieve their potential and enjoy learning
- fulfil our role as corporate parents to promote and support the education of our Looked-After and previously Looked-After Children, by asking the question “Would this be good enough for my child?”
- appoint a suitable member of staff is appointed as the Designated Teacher for Looked-After and previously Looked-After Children
- ensure that staff and parents/carers are aware of the identity of the Designated Teacher, how to contact them and what they are responsible for

2 Legislation and statutory guidance

2.1 This policy is based on the Department for Education’s [statutory guidance on the Designated Teacher for Looked After Children](#). It also takes into account [section 20](#) and [section 20A](#) of the Children and Young Persons Act 2008.

3 Definitions

3.1 **Looked-After Children** are registered pupils that are:

- in the care of a local authority, or
- provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours

3.2 **Previously Looked-After Children** are registered pupils that fall into either of these categories:

- They were looked after by a local authority but ceased to be as a result of any of the following:
 - a child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
 - a special guardianship order
 - an adoption order
- They appear to the governing body to have:
 - been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
 - ceased to be in that state care as a result of being adopted

3.3 A **Personal Education Plan (PEP)** is part of a Looked-After Child’s care plan that is developed with the school. It forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.

3.4 The **Virtual School Head (VSH)** is the local authority officer responsible for promoting the educational achievement of the local authority’s Looked-After

Children, working across schools to monitor and support these pupils as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents/carers in respect of previously Looked-After Children.

4 Roles and Responsibilities

4.1 The Senior Leadership Team will:

- nominate a Designated Teacher in each school for Looked-After and previously Looked-After Children, who will act as their advocate and co-ordinate support for them:
 - ACHS/WMS - Mrs Kath Lennon
 - SSMS - Mrs Karen McSparron
- support the Designated Teacher in carrying out their role by making time available and ensuring that they attend training on Looked-After and previously Looked-After Children
- nominate a governor to ensure that the needs of Looked-After and previously Looked-After Children in the federation are taken into account at a school management level and to support the Designated Teacher; this person is Mrs Janet Golightly

4.2 The Designated Teacher will:

- maintain an up to date record of all Looked-After and previously Looked-After Children who are on the school roll, which will include:
 - status i.e. care order or accommodated
 - type of placement i.e. foster, respite, residential etc.
 - name of Social Worker, area office, telephone number
 - daily contact and numbers e.g. name of parent or carer or key worker in children's home
 - SEN Code of Practice - SEN Support / EHCP where appropriate
 - child protection information when appropriate
 - baseline information and all test results
 - attendance figures
 - exclusions
- ensure that there is a PEP for each child/young person to include appropriate targets and above information; this must be compatible with the child's/young person's Care Plan and where applicable include any other school plan, e.g. Statement of Special Education Need, and associated plans, Transition Plan, Pastoral Support Programme etc.
- ensure that someone attends Children's Services Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their education
- liaise with the Education Support Service for Looked-After and previously Looked-After Children on a regular basis with regard to the performance, attendance and attainment of Looked-After and previously Looked-After Children
- ensure that if/when the child transfers school, all relevant information is forwarded to the receiving school as a matter of priority
- ensure that systems are in place to identify and prioritise when Looked-After and previously Looked-After Children are underachieving and have early interventions to improve this in line with existing school policy
- ensure that systems are in place to keep staff up to date and informed about Looked-After and previously Looked-After Children where and when appropriate

- ensure that Looked-After and previously Looked-After Children, along with all children, are listened to and have equal opportunity to pastoral support in school
- ensure that they keep the school up to date with current legislation and its implications for the school/federation in respect of Looked-After and previously Looked-After Children
- report annually to the governing body on the performance of all Looked-After and previously Looked-After Children on the school roll

4.3 All governors and staff will:

- support the local authority in its statutory duty to promote the educational achievement of Looked-After and previously Looked-After Children